

History (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97

Lorraine Hansberry. *A Raisin in the Sun*, Vintage, 2006

Scheme of Examination:

The Core Course will be of 100 marks.

Internal Examination: 30 marks.

End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question
(3 questions per unit x 5 units = 15 questions)
2 questions x 5 units x 2marks each = 20 marks
2. Broad Type/Essay Type Answer with “either/or” option:
{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}
To answer 1 question out of 2 from each unit @ 10 marks per question
(1 question x 5 units x 10 marks each = 50 marks)

ENG DSC-253

Indian Classical Literature

Course Objective: This paper is intended to help students to understand the literature of ancient India with its deep spiritual and philosophical overtones as well as varied life styles inculcating high moral values. It also aims to introduce students to the different literary genres that were in practice in grand scale in ancient India, and to acquaint them to the different Sanskrit terminologies that are not exactly represented in their corresponding English words in respect of their vast literary connotations including the concept of Dharma and the Heroic.

Learning Outcome: The students will connect the relevance of the texts in the present contexts. They will be able to review the later eras and its literary productions comparing the varied thematic and artistic concerns of these texts. They will be able to know the vibrant socio-cultural scenario of ancient India and its rich literary traditions like the Indian Epic, theory and practice of mainly Sanskrit and Tamil Classical Dramas, Indian aesthetic theory of Alankar and Rasa.

Unit I:

Kalidasa. *Abhijnana Shakauntalam*. Tr. Arthur W. Ryder. *Shakuntala*.

Unit II:

Vyasa. *Mahabharata 'Rajdharma' of "Shanti Parva"* (Ch. 68 and 70). Tr. Pratap Chandra Roy.

Unit III:

Bhavabhuti. *Malatimadhava*. Tr. by H.H.Wilson, 'The Stolen Marriage', 1901

Unit IV:

1. "The Jataka" in English Translation edited by Edward B. Cowell. Vol.1. (Selected Buddhist Tales) 'Demons in The Desert'(The Correct Way of Thinking); 'Finding A New Spring' (Perseverance); 'The Golden Plate' (Greed and Honesty).
2. Ilango Adigal. 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, Tr.by R. Parthasarathy. Penguin,2004. Book 3.

Unit V:

Bharata. *Natyashastra*. Tr.by Manomohan Ghosh, Vol.1, 2nd edn. Ch. 6: 'Sentiments', pp. 100-18.Granthalaya, 1967.

Suggested Reading:

Altekar, A. S. State and Government in Ancient India: Fromearliest times to C. 1200 AD. Motilal Banarsidass, 1949.

Bhavabhuti. *Malatimadhava*. Tr. by H.H.Wilson, 'The Stolen Marriage', 1901, Wentworth Press, 2016.

Cowell. Edward B. Ed."The Jataka" in English Translation. Vol.1.Hansebooks, 2017.

Kalidasa. *Abhijnana Shakauntalam*. Tr. Arthur W. Ryder. *Shakuntala*. In parentheses Publications Sanskrit Series, 1999.

Kalidasa. *Abhijanan-Sakuntalam*. Ed. Belvalkar, Sahitya Akademi, 1963.

Parathasarathy, R. *The Cilappatikaramor The Tale of an Anklet*. Penguin Books India,2004.

Pollock, Sheldon. trans. and ed. *A Rasa Reader: Classical Indian Aesthetics*. Columbia University Press, 2016.

Subramanyam, Ka. Naa. *The Anklet Story: Silappadhikaaram of Ilango Adigal*. Agam Prakashan, 1977.

Vatsyayana, Kapila. *Bharata: The Nāṭyaśāstra*. Sahitya Akademi, 2003.

Vyasa. *Mahabharata 'Rajdharma' of "Shanti Parva"* (Ch. 68 and 70). Tr. Pratap Chandra Roy. Forgotten Books, 2010.

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ENGDSM-251

Essays and Short Stories

Course Objective: The primary objective of this course is to provide students with a comprehensive understanding of the evolution of the essay and the short-story through exploration of some major works from the 15th century to the 21st century. The course will introduce students to some of the essential literary works of the period. By examining the social, political, and cultural contexts that shaped these literary works, students will gain insight into the unique aspects of short-story and the essay and its role in reflecting and shaping society.

Learning Outcome: On completion of this course, the students will be expected to engage with the texts at a deeper level, appreciating the historical context, literary techniques, and thematic elements that define each work. Students will be expected to identify the major authors of this period and their contributions to the British, American and South-Asian literary canon and their impact on the larger literary landscape.

Unit I: Introduction to Essays and Short Stories:

- i. Essay as a Literary Genre
- ii. Features of Prose writing